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ABSTRACT

This document presents the results of "Internationalizing the Curriculum," a project designed to enhance the global knowledge and experiences of students and faculty at Jefferson College (Missouri). Specifically, this project encouraged the infusion of international dimensions into selected courses from several disciplines. The methodology used was the curriculum module approach. Modules could be one week or one month long, or the unit could be broken into smaller parts spread out over a semester. Each instructor selected the length and subject of the module to specifically match course content. College faculty members from the academic side, the vocational-technical side, and the area technical school (high school) participated. Over 300 students have participated in the project since spring 2001. Overall, students gained a substantial amount of new knowledge about other cultures, people, and ideas. All the instructors reported significant levels of comparative cultural discussion and analytic debate among their students. This document includes summaries from each instructor of the 18 international modules. The summaries include a description of the modules, specific resources used, a discussion of the objectives and goals, at least two feedback/assessment forms, and conclusions regarding the efficacy of the modules for the students and instructor. (KP)

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JEFFERSON COLLEGE
INTERNATIONALIZING THE CURRICULUM
GLOBAL EDUCATION

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INTRODUCTION

This booklet represents the results of two State of Missouri Funding For Results Grants awarded to professors at Jefferson College. The title of the grant was Internationalizing the Curriculum, a project designed to enhance the global knowledge and experiences of both students and faculty. Specifically, this project encouraged the infusion of international dimensions into selected courses from several disciplines. The methodology used was the curriculum module approach, a module being a unit of instruction within a course. This unit could be one week or one month long or the unit could be broken into smaller parts spread out over a semester. Each Instructor selected the length and subject of the module to specifically match course content.

Over three hundred students have participated in this project since spring 2001, and they liked the experience. Overall, the students gained a substantial amount of new knowledge about other cultures, people and ideas. All the Instructors reported significant levels of comparative cultural discussion and analytic debate amongst their students using the newly acquired knowledge, on paper and in the classroom. College Faculty members from the Academic side, the Vocational-technical side and the Area Technical School (High School) participated, making this interdisciplinary project even more unique.

Each Instructor has summarized their International Module in the following pages. The summaries include a description of the module itself along with the specific resources used, a discussion of objectives and goals and a concluding paragraph that refers to the efficacy of the module for the students and Instructor. At least two feedback/assessment forms measuring the significance of the module for the students were created by each Instructor. Some ideas for the feedback measures came from the Classroom Assessment Techniques: A Handbook for College Teachers by Thomas A. Angelo and K. Patricia Cross (San Francisco: Jossey Bass, 1994).

Acknowledgements
The group would like to thank the Global Education Committee members for supporting the project, the Funding for Results Committee members who approved the necessary funding, Dr Dan Steadman, Vice President for Academic Affairs for his continued support, Doris Wolfmeyer and the Faculty secretaries for keeping us on the right track and all the Division Chairs at the College for their cheerleading. Recognition also goes to the Missouri Consortium for Global Education (MCCA/MCGE), St Louis Community College-Meramec and the Midwest Institute, Kalamazoo, Michigan for providing us with some guidelines to follow.

Most importantly, thanks to our students, who underwent the "internationalization" process

Lisa Hollander, History, Coordinator of the project and Editor of this booklet, who is responsible for all the typographical errors. (email: lholland@jeffco.edu)

INTERNATIONAL MODULE

NAME: Blake Carroll

COURSE TITLE AND NUMBER: Printmaking I - ART151
Printmaking II - ART252

MODULE TITLE: The Roots of Printmaking

DESCRIPTION OF MODULE

After starting the semester with an introduction to the relief process in printmaking, students will study and research the German Expressionist style prior to making preparatory drawings for a print to be executed in that manner. Subsequent to that, the students will each research, write and present an oral report to the class on the history of one of thirteen traditional printmaking methods. Additionally, students will attend the *Van Gogh and the Painters of the Petit Boulevard* exhibition, as well as the Van Gogh and Japanese Prints exhibit at the St. Louis Art Museum. Also, students will be encouraged to view the exhibition of Albrecht Durer woodcuts at the Concordia Historical Institute. In this module, students will learn about the international roots of printmaking and the influence of non-western artists on modern art.

OBJECTIVES

1. Attend *Van Gogh and the Painters of the Petit Boulevard* at the St. Louis Art Museum.
2. Attend the Van Gogh and Japanese Prints exhibit at SLAM.
3. Attend the Durer print exhibit at Concordia Historical Institute.
4. Explore the nature of German Expressionism, focusing primarily on printmaking in general and portraiture in particular.
5. Work in the German Expressionist manner, executing preliminary drawings and complete an edition of self-portraits in the style.
6. Research, write and present oral reports on the history of thirteen traditional printmaking methods.

METHODOLOGY

Classroom activities:

1. Lecture on *Van Gogh and the Painters of the Petit Boulevard.*
2. Lecture on German Expressionism.
3. Activity in Expressionist Drawings and Prints.
4. Presentation of oral reports on the history of traditional printmaking methods.

Audio-Visual:

1. Slide Presentation on *Van Gogh and the Painters of the Petit Boulevard.*
2. CD-ROM presentation (created by an advanced student) on German Expressionist Portraits.

Readings:

1. Research on Expressionist artists Kokoschka, Kirchner, Schiele, Nolde, Schmidt-Rottluff and Munch.
2. Research on the following printmaking methods: Woodcut, Ukiyo-e, Wood Engraving, Linoleum Cut, Drypoint, Engraving, Etching, Aquatint, Mezzotint, Lithography, Serigraphy, *Cliché-Verre* and Monotype.

Student Assessment:

1. Students bring to class examples of German Expressionist printmaking.
2. Students execute drawings in the Expressionist manner.
3. Students complete a print edition of an Expressionist portrait.
4. Students attend *Van Gogh and the Painters of the Petit Boulevard* exhibition.
5. Students attend Van Gogh and Japanese Prints exhibit.
6. Students attend Albrecht Durer print exhibit.
7. Students write a report on the history of a printmaking method.
8. Oral presentation – students speak on the history of a printmaking method.

Module Assessment by Students:

1. Instructor generated Minute paper on the unit.
2. Student Feedback on the exhibitions.

Instructor Comments:

In the minute papers, I asked students to react to the Van Gogh exhibit, Expressionist project and the History of Printmaking research. The reviews of the *Van Gogh and the Painters of the Petit Boulevard* exhibition were overwhelmingly positive, with many of the students discovering several French artists new to them, as well as new information about many of the Post-Impressionists from Gauguin , Seurat, Van Gogh and Cezanne. The Expressionist project received equally positive feedback; in fact, many students chose this as one of their favorite works from the semester. The students felt that their work in this manner "fit" the parameters of the movement. The research papers and presentations in particular gave students a much deeper understanding of the roots of printmaking, nicely complementing the more modern components of this module. One student's presentation including handing a brochure on his chosen topic to every member of the class; I believe this would be an excellent addition to future problem assignments in this vein. Overall, the module was challenging and rewarding to students. I was quite pleased with the students' work over the entire semester in this course. I intend to continue asking students to research media and work in the Expressionist manner in future classes.

**Interdisciplinary Aspect: French language students also participated in the Van Gogh project, attending the lectures and exhibits and sharing their insights with my students.

Resources:

Van Gogh and the Painters of the Petit Boulevard, exhibition, Saint Louis Art Museum

Van Gogh and Japanese Prints, exhibition, Saint Louis Art Museum

Albrecht Durer Prints, exhibition, Concordia Historical Institute

Jefferson College Library Resources

INTERNATIONAL MODULE

NAME: Suzanne C. Counte

COURSE TITLE AND NUMBER: Introduction to Business - BUS 101

MODULE TITLE: The European Union - Path to Unification

DESCRIPTION OF MODULE

International business practices are an integral topic in the study of contemporary business. The purpose of this module is to expand the coverage in this area with a class research project about the European Union. The end result of the structured research project will be a collaborative class oral and visual presentation.

OBJECTIVES

1. Engage the students in an active learning and internet-based project.
2. Introduce the Euro as the EU currency.
3. Discuss the dismantling of economic barriers between the member countries.
4. Compare and contrast the movement of labor under the new European Union.
5. Discuss the newly shared social programs.
6. Identify the shared professional standards and the global implications of such.
7. Discuss the fears and concerns of participating countries.
8. Compare and contrast European and American protectionism.
9. Identify the perceived benefits of the European Union.
10. Create a list of resources for this topic.

METHODOLOGY

Lectures/Discussions: The students will be introduced to the methods of internet-based research as a supplement to traditional library research. Initially students will be assigned to gather factual information on the European Union for a general class discussion. The instructor-guided class discussion will establish general categories of interest about the European Union. Student groups choose a specific research area such as the "currency" or "shared social programs" to research in more detail. The students will be required to present an oral presentation on their specific topic and design PowerPoint slides on a paper template. A collaborative bibliography will be created.

Audio-Visual: Map of Europe
The History of the European Monetary Union (video)
Sample PowerPoint Presentation

Student Assessment:

1. One page listing of general research facts - each student turns in a sheet with a minimum of two facts found with general research.
2. Oral presentation - students speak for 3-4 minutes on their specific research topic.
3. PowerPoint template sheet - students turn in a paper mock-up of their PowerPoint slides.
4. List of Resources - each student is required to have two research resources.

Module Assessment by Students:

1. Students completed an evaluation sheet for the international unit.
2. Students participated in a class discussion to suggest improvements for this type of project.

Instructor Comments: Although there were a wide variety of opinions expressed, most students noted that they learned something about the EU that was very interesting. A few students disliked the amount of work involved in the project and some felt that certain students contributed more than others. But the consensus of evaluations agreed that business students do need to know and understand the cultures, customs and business practices of other countries to be successful in the future.

Resources:

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"The Single Currency Background Brief." European Parliament. Internet. 23 Feb. 2000. Available: http://www.europarl.eu.int/euro/briefing/general/8en.pdf.

INTERNATIONAL MODULE

NAME: Andrew Langrehr

COURSE TITLE AND NUMBER: General Chemistry I –CHM 111

MODULE TITLE: The History of Chemistry

DESCRIPTION OF MODULE

This module began with a series of lectures on the history of chemistry. Key chemical researchers, discoveries and thoughts starting from 3500BC were examined ending with present day research. Issues raised during the lecture were discussed during the class period. These issues gave the students topics for research papers and presentations that they had to do concerning a global chemical issue. Topics chosen by the students included: global warming, the ozone layer, the petroleum industry, acid rain, nuclear energy, methane gas, biological aspects of chemistry, polymers and the morning after birth control pill.

OBJECTIVES

Upon completion of the module, the students will:

1. Better understand how environmental issues affect the entire global community.
2. Better understand how the different areas of the world have contributed to the long development of chemical thought.
3. Think critically about the pros and cons of scientific research in certain areas.
4. Comprehend the breadth of ideas that fall under guise of chemical thought.

METHODOLOGY

Lecture/Discussions:

I. The History of Chemistry
   - A. Research: applied and basic
   - B. The earliest evidence of chemical thought: Egypt, China, Greece
   - C. Alchemy: transmutation, eternal youth, greed, herbs and distillates
   - D. Phlogiston
   - E. Robert Boyle
   - F. First courses in chemistry
   - G. Lavoisier
   - H. International Congress of Science
   - I. Medeleev
   - J. Chemistry in the United States

II. The chemistry involved and current environmental implications of the following topics:
   - a. Global Warming
   - b. Acid Rain
   - c. Petroleum Industry
   - d. Hole in Ozone layer
   - e. Nuclear Energy

Audio-Visual: A large world map published by Rand McNally was used to illustrate the various parts of the world discussed.

Readings: Each student had to read research materials on their particular topic of interest for their paper or presentation.

Student Assessment:

I. Students were assessed on participation in class discussion following each lecture topic.

II. Students were assessed on their 5 page research paper or 10 minute presentation.
Criteria assessed included content, expression and mechanics.

III. Students were tested on this material on their third hourly exam.

Module Assessment:

I. Students filled in a Minute Paper discussing their thoughts on the Module.

II. Students filled out an Instructor generated survey form on the effects and value of the global education module.

Instructor Comments: An analysis of the assessment tools showed that the students found the international module interesting, useful. It brought attention to the details of a set of issues that the students might not have thought of. Students appreciated the different spin on chemistry issues, i.e. the world view. All the students agreed that the global examples were valuable to a better understanding of the concepts of General Chemistry and recommended that the Instructor use them again in another class. Some students complained that the presentations were too brief and if they had to do it again, they would insist on longer presentations and ask more questions of the presenter.

Resources:

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McMurry, J., & Fay, R.C. (1998). Chemistry (2nd Edition). Upper Saddle River, NJ: Prentice Hall.

Moreau, H. (1953). The Genesis of the Metric System and the Work of the International Bureau of Weights and Measures. Journal of Chemical Education, 30, 3-19.

Russell, J.B. (1992). General Chemistry (2nd Edition). Boston: McGraw Hill.

Silberberg, M.S. (2000). Chemistry: The Molecular Nature of Matter and Change. (2nd Edition). Boston: McGraw Hill.

Tolman, C.A., & Parshall, G.W. (1999). Fifty Year Trends in the Chemical Industry: What do they mean for chemical education? Journal of Chemical Education, 76(2), 178-189.

Van Klooster, H.S. (1944). Fredrich Wohler and his American Pupils. Journal of Chemical Education, 21, 158-165.

Van Klooster, H.S. (1956). Liebig and his American Pupils. Journal of Chemical Education, 39, 493-497.

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Veysey, L.R. (1965). The Emergence of the American University. Chicago: University of Chicago Press.

INTERNATIONAL MODULE

NAME: Ron Hovis

COURSE TITLE AND NUMBER: Applied Communications II

MODULE TITLE : International Potpouri

DESCRIPTION OF MODULE:

The purpose of this module is to present aspects of various cultures around the world to the students in my course plus students from other Area Technical School classes. Students will acquire knowledge and hands-on experience with cultural concepts and artifacts from around the world plus practice internet use, research paper writing and oral communication techniques.

OBJECTIVES:

By the end of this unit module, students will, focusing on Latin America:

- Be more aware of the opportunities for employment caused by the globalization of trade, e.g NAFTA.
- Be more familiar with the educational requirements needed to succeed in the world marketplace, i.e. why companies are hiring people from other countries in such number today and what these people bring to the workforce.
- Better understand the factors that motivate people to move to the United States for employment i.e. what is it like being from one country and living and working in the USA.
- Acquire an awareness of the difficulties faced by many workers in their native homelands and better comprehend the difficulties new immigrants and workers have in adapting to American culture.
- Have a better understanding of how to interact in the workplace with people from different cultures.
- Expand their own knowledge and interests.

METHODOLOGY:

1. International Day : Two invited speakers, one a salesman from a St Louis Company whose accounts are primarily Latin American and the other, a recent immigrant to the United States from Latin America.
2. Internet Research project: Each student will select a country and prepare a written geographic overview.
3. Each student will share their research with fellow students in a 5 minute oral presentation focusing on culture, economy and overall geographic elements.
4. Hands on experience with items produced in Latin American countries – Instructor provided

Student Assessment:

1. Graded research project
2. Feedback from fellow students on oral presentations

Module Assessment by Students:

1. Written and verbal student feedback to the Instructor

Instructor Comments:

About 20 students, primarily Juniors and Seniors in High School participated in this unit with varying degrees of enthusiasm and interest. I started very small this year but believe strongly in the future development of this project for next year.

Future Plans:

1. Continue internet research type projects next year – different regions.
2. Work closely with International Institute to bring in speakers from a variety of other countries.
3. Have International food day with ethnic foods donated by St Louis area restaurants.
4. Take groups of students to the International festival in Queeny Park in October as well as other ethnic celebrations both locally and in the city.
5. Work with Math department at ATS on joint international projects.

Resources:

St Louis Cooperating School District Resource Room

University of Missouri – St Louis Resource Room

St Louis Art Museum

Area Technical School Computer Resource Room

International festival in Queeny Park

Speakers

International Institute of St Louis – assists in relocating new immigrants

Website:www.google.com

CIA World Factbook website

INTERNATIONAL MODULE

NAME: Carolyn Elphingstone

COURSE TITLE AND NUMBER: Early Childhood Education Administration -ECE 214

MODULE TITLE: Integrating Global Early Care and Education Strategies

DESCRIPTION OF MODULE

Early Childhood Education Administration is designed to provide students with information to help them in the start-up and on-going operation of a developmentally appropriate early care and education program for children, ages 6 weeks to 12 years. This module will allow students to uncover similarities and differences in early care and education from another country. In addition, students will evaluate the effectiveness of incorporating strategies into a center in the United States.

The module, Integrating Global Early Care and Education Strategies, will provide students with the opportunity to explore strategies and policies that they feel would be beneficial in instituting in an American child care center. Students' research may include strategies for increasing the availability of child care, family and staff policies, staffing, curriculum, marketing, managerial approaches, and sources of income/funding.

The unit of instruction will be semester long, with group discussions weekly on the research that the students have completed.

OBJECTIVES

1. To explore international approaches to early care and education.
2. To increase understanding of non-American early care and education program settings and the people.
3. To integrate principles of early care and education management, policies or strategies into an American child care program.
4. To evaluate the effectiveness of practices from other countries.

METHODOLOGY

Class Activities: Students enrolled in this course will participate in a cooperative learning simulation: *Starting and Operating a Child Care Center*. The semester long activity will simulate what a person would have to do to start and operate an early care and education program as an owner or as a Director.
The majority of the work in this course will be completed in small groups and independent activities.
Part 1: Students will be introduced to the global project and project requirements though an assignment sheet that discusses the requirements and due dates.

Part 2: Interest will be stimulated though discussion, articles, books and the use of a film on the Reggio Emilia Approach to Early Childhood Education, from Italy, that is currently being utilized in some early care and education centers in the United States. A small group activity will focus on 5 teacher-selected practices from Reggio Emilia. Students will be asked to evaluate the feasibility of the practices in the United States.

Part 3: After their research is complete, students will present their ideas for group discussion and debate.

Part 4: Students will complete a paper comparing American and non-American early care and education policies and strategies.

Part 5: Students will assimilate a minimum of 3 non-American early care and education policies or strategies into the simulation activity by including these practices in the Director's Folio project.

Student Assessment:

1. Class presentation of ideas from their research.
2. Paper that discusses similarities and differences.
3. Integration of 5 strategies into Director's Folio Project.
4. A comparison between Instructor generated Feedback Form #1, completed at the beginning of the project and Feedback Form #2, completed at the end of the semester.

Module Assessment by Students:

1. On-going open discussions about the process of locating adequate resources for information.
2. Student Evaluation Form 1 and 2, Instructor generated.

Instructor Comments: ***Over all, the project was successful. Students completed the required assignments, met the objectives, and were generally excited about their findings. A comparison between students' responses on Student Feedback Forms #1 and #2 confirmed that students gained a great deal from participating in this project.***

Discussion of objectives for the project:

1. To explore international approaches to early care and education.
   Students not only explored approaches from one country, but, because of the self-motivation of this group, there was a surprising amount of "sharing" about early care and education in different countries throughout the semester.

2. To increase understanding of non-American early care and education program settings and the people.
   Students, for the most part, discovered that there were many similarities between early care and education in American and non-American programs. While names of programs may have been different, students were able to compare appropriately the policies within the programs. Where differences

occurred, students were able to discuss reasons based on differences in cultures (i.e. a later opening time for a center, because families started work at a later time).

3. To integrate principles of early care and education management, policies or strategies into an American child care program.
   The final project for the class, The Director's Folio, contained some familiar and some new ideas from students' research from a non-American early care and education program.

4. To evaluate the effectiveness of practices from other countries.
   During open discussions and sharing of information, the class was able to critically evaluate the effectiveness and the feasibility of borrowing differing practices from another country. In addition, the inclusion of five practices from a non-American country allowed for independent evaluation of policies and strategies.

As a final review, I have to admit that I was surprised and amazed at the enthusiasm and work that the students presented. Students not only understood more about the country that they researched, but also gained a wealth of information about other countries that were discussed during the semester (Instructor generated Feedback Logs 1 and 2).

The most difficult part of the project was in locating enough appropriate, legitimate resources.

This is definitely a project that I will continue as part of this class. The only change that I would make would be to limit the number of countries researched by allowing students to work in-groups.

Resources:

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(www.intersource.com/7Epdkint/kappan)
(www.sektornet.dk/en/priserogvikaar.)
(www.uvm.dk/eng/news/035599)

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Montessori Children's Center Curriculum. www.learningadventure.org/mcci11. www.phuketsea.com/lb10

National Geographic. (www.national geographic.com)

New Zealand Early Childhood Education.
(www.minedu.govt.nz/EarlyChildhood/Beginnings)

"Queensland Child Care Information Service." Community Infonet. Internet. March 2000.

"Queensland Child Care Information: Parent's Guide to ChildCare Centres." Community Infonet. Internet. February 2000.

Queensland Child Care Information: Quality ChildCare Checklist." Community Infonet. Internet. January 1, 2000.

Sweden Early Childhood Education. (www.planetkids.se)
United Kingdom. (www.buyscourt.freeserve.co.uk/msg1)
(www.dollaracademy.org.uk/info/statistics/statistics)
(www.spender.demon.co.uk/cranbrook/agegroups/movingon)

United Nations Education, Science, and Culture Organization. (www.unesco.org)

INTERNATIONAL MODULE

NAME: Mindy Selsor

COURSE TITLE AND NUMBER: Honors English Composition II-ENG102H

MODULE TITLE: Language and Culture

DESCRIPTION OF MODULE

In Honors Composition II, students read critically and analyze the works of great thinkers who have changed the way we view the world, our institutions, and ourselves. Readings and writings focus on questions about the following universal themes: Justice, Wealth, Mind, Nature, and Culture. This module expands the Culture unit to include the topic Language and Culture. In this module students will read essays about language and culture to examine the complexity and interrelatedness of language and culture. These essays include perspectives from Hispanic, Chinese, Native American and Black authors, as well as essays on language and thought and the declining number of people speaking English.

OBJECTIVES

Students will

1. read language essays critically; annotating, questioning, reviewing, and forming their own ideas.
2. develop logical and well-supported conclusions about complex relationships between language and culture, written and oral.
3. make connections, connecting readings and writings with outside observations and experiences related to language and culture.
4. write and share with the class a composition that addresses an insightful language and culture topic of their choice, in an effort to analyze or react to an aspect of the complex relationships between language and culture.

METHODOLOGY

Reading/Lecture/Discussion/Writing

1. Lecture on Language and Culture
2. Readings and response to readings (written and oral) to a selection of Language and Culture essays
3. A 750-1000 word composition on a Language and Culture topic
4. Sharing of the Language and Culture compositions

Readings

"Caught Between Two Languages" by Richard Rodriguez
Like millions of Americans, Richard Rodriguez learned English as a second language. In this essay from his book *Hunger of Memory* he relates the painful struggle to master what he calls "public" language. He illustrates the hardships and confusion of growing up in a world divided by two languages, Spanish spoken at home and English spoken at his grade school, as he argues against bilingual education.

"The Language We Know" by Simon Ortiz
This essay, first published in *I Tell Your Now: Autobiography Essays by Native Americans* (1987), Ortiz discusses his relationship with languages and the effects his two primary languages have had on his life and writing style. He makes it clear that his inspiration to write comes from the struggle of the Acoma Pueblo people and his desire to preserve their ancient culture and traditions.

"Language and Thought" by Suzanne K. Langer
This essay, which originally appeared in *MS* magazine, explores how language separates humans from the rest of the animal kingdom. She contends that the use of symbols, in addition to the use of signs, that animals also use, frees human not only to react to their environment but also to think about it. Moreover, symbols allow us to create imagery and ideas not directly related to the real world, so that we can plan, imagine, and communicate abstractions.

"How to Tame a Wild Tongue" by Gloria Anzaldua
This essay was published in *The New Mestiza* (1987) is a memoir and historical analysis in which Anzaldua champions Spanish as the language of Mexican Americans. She also distinguishes numerous dialects of Spanish and "Spanglish" as tongues in their own right.

"Nobody Mean More to Me that You and the Future Life of Willie Jordan" by June Jordan
In this essay, first published in *On Call* (1986), Jordan emphasizes that most of the thirty-five million Afro-Americans living here depend on Black English for their discovery of the world. This is an account of her experiences teaching a course in which she and her students examine the structure and themes of Black English and the complex and tragic situation of a student in the class and the class' written reaction.

"Mother Tongue" by Amy Tan
In this essay, first published in the literary journal *Threepenny Review* (1990) ,Tan considers the heavily Chinese-influenced English her mother speaks and illustrates how immigrant parents' uncertain grasp of English influences their children's self-image. Not only do their parents face discrimination based on their English skills, but second-generation Asian-American students also face discrimination because they are assumed to be better in math and science than English. To make her point, Tan explores the different "Englishes" she herself uses, particularly in relation to her mother.

"The Future of English" by John Derbyshire
Derbyshire's article, published in the *National Review* (August 2000), explains that there are a number of reasons for thinking that English may be at, or perhaps even past, the high tide of its influence, showing that the proportion of humanity speaking English as its first language is declining.

"Theme for English B" by Langston Hughes, published in *The Collected Poems of Langston Hughes.*

Student Assessment
1. Student reaction to and discussion of pre-reading activity: World Vision--The Earth's Population Shrunk to 100 people.
2. Student written summaries and written reaction statements to each reading
3. Student discussions of each reading
4. Language and Culture Composition (750-1000 words on a Language and Culture topic of the student's choice)
5. Sharing and discussion of students' Language and Culture compositions

Module Assessment by Students
1. Module Evaluation Handout completed by students
2. Student oral feedback on the selected reading, most relevant and why

Instructor Comments
Objectives 1 and 2
According to student feedback on the Language and Culture Assessment Form, as a result of the readings, discussions, and writing, students gained important new insights, including the following:

- our culture truly influences the language we use and as we avail ourselves to more cultural diversity, we broaden our understanding of language;
- language and culture are interdependent and this has important implications for both;
- for a person to have a strong sense of self, one must have a strong link to a culture through language;
- people have much pride in their language;
- an appreciation for the struggle people face speaking English as a second language;
- the prejudice second language people face in America is not only from native-born Americans, but people from the immigrant's own background as well.

In addition, students indicated aspects of language and culture they would like to study if the unit could be continued:

- how language in America has changed over time
- more about how language affects the way we think
- the language of laws in other cultures

These responses as well as class discussions indicated considerable student interest and enthusiasm.

Objectives 3 and 4
The students chose language and culture topics for their compositions. Because some of them have not had experiences outside their culture, some papers were about English and American culture. Other dealt with experiences relating to people who speak other languages as well as their experiences learning languages during their high school years. One student even wrote about her siblings' language acquisition and their "second language" as toddlers. As the papers were shared in class, it was apparent that students were thinking about aspects of language and culture that they had not previously considered.

If time permitted, I would have like to have had students do some small research projects on language and culture to share with the class. Another possibility would be to require research to support the composition

The capstone experience in Honors Composition II is the research paper, which must be based on one of the six themes of the course. As a result of this unit, one student chose to research language and thought, and wrote a ten-page research paper analyzing the Sapir-Whorf theory. This theory states that language forms our thought process, including the perceptions of the world around and asserts two basic premises: linguistic relativity and linguistic determinism. The analysis undertaken in this research project was ambitious (even for an honor's student).

Overall, reading, discussing, writing, and sharing written work about Language and Culture resulted in some relevant discoveries for the composition students.

Resources

Derbyshire, John. "The Future of English." *National Review*, August 18, 2000, p. 35-38.

Eschholz, Paul, Alfred Rosa, and Virginia Clark. *Language Awareness*. Boston: Bedford/St. Martins, 2000.

Hayakawa, S. I. *Language in Thought and Action*. New York: Harcourt Brace Javanovich, 1978.

Hughes, Langston. "Theme for English B" http://www.poets.ort/poems/Poemprnt.cfm?prm ID=1478

Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and* Guide. Boston: Bedford/St. Martins, 2001.

McLeod, Susan. *Writing About the World.* San Diego: Harcourt Brace Javanovich, 1991.

MacKillop, James and Donna W. Cross. *Speaking of Words.* New York: Holt, 1986.

McQuade, Robert. *The Writer's Presence.* Boston: 2000.

INTERNATIONAL MODULE

NAME: Andrea St John

COURSE TITLE AND NUMBER: English Composition II – ENG102

MODULE TITLE: Magical Realism in Literature

DESCRIPTION OF MODULE

Students will start off the semester reading and analyzing short stories by American authors. Then students will read, analyze and discuss a short story by the Colombian writer, Gabriel Garcia Marquez plus examine excerpts and a film adaptation of a Mexican novel written by Laura Esquivel. In this module, students will learn about the subgenre of magical realism, its roots and its use in Latin American and world fiction.

OBJECTIVES

1. Define magical realism.
2. Explore the traditions of the subgenre.
3. Discuss the third-world milieu that allowed for the development of this subgenre.
4. Compare and contrast North and South American culture as it relates to the acceptance or resistance to the mystical.
5. Demonstrate critical reading skills.
6. Participate in class discussion of assigned readings.
7. Write individual response papers concerning the literary techniques, themes and purposes of Garcia Marquez.

METHODOLOGY

Lectures/Discussions:
1. Lecture and class discussion on Magical Realism.
2. Small group literary analysis worksheet preparation on Garcia Marquez.
3. Presentation of analysis (formal literary elements).

Audio-Visual:
1. A portion of the film adaptation of "A Very Old Man with Enormous Wings".
2. The film adaptation of *Like Water for Chocolate*.

Readings:
1. " A Very Old Man with Enormous Wings".
2. Excerpts from Like Water for Chocolate.

Student Assessment:

1. Magical Realism Quiz focusing on definition and origins of magical realism.
2. Literary Analysis Worksheets as a group project.
3. Writing Assessment Form on the literary techniques, themes and purposes of Garcia Marquez.
4. One response essay per student.
5. Oral presentation - students speak for 3-4 minutes on their specific research topic.

Module Assessment by Students:

1. Instructor generated Feedback Form on the unit.
2. Student Feedback on the videotapes.

Instructor Comments:
In the Student Feedback Form, I asked students to react to these stories in terms of likes and dislikes, what they had learned, whether they'd recommend inclusion of this unit in future. For the most part, students gave the module positive reviews. They liked " A Very Old Man with Enormous Wings" best and many were especially interested in the idea of an angel who doesn't conform to our myth-influenced expectations. Students had some difficulties with the unfamiliar style of the story: the minimal dialogue, the interweaving of realism and magic, the presentation of magical events as normative in a third-world setting. The majority of students, however, agreed that this look at another culture by means of its literature was informative and worthwhile.

I also asked students to evaluate the usefulness of each video. Both videotapes were in Spanish with English subtitles which makes viewing for the average restless students somewhat challenging. I was pleasantly surprised, however, that students enjoyed both. Most found the adaptation of " A Very Old Man" interesting and helpful in establishing the atmosphere and scene. The Sixties feel of the film was met with humor. *Like Water for Chocolate* received an overwhelmingly positive response.

Discussion of Objectives:
Objectives 1-4: The Announced Quiz on the definition and effects of magical realism allowed me to see how well the students had understood the general concepts of the subgenre. All but one of the students achieved 80 percent or better on the Quiz.

Objectives 5-6: Literary Analysis Worksheets as a group project. The Worksheet lists all the formal literary elements by category and asks the students to rate the mandatory readings. This allows me to determine how the students comprehend the story's meaning and also provides me with a means to evaluate each group's critical thinking skills as they break the story down into its formal elements and analyze how those elements function separately and together. The group format assists those students who are slower to comprehend the concept and use of formal literary elements. The Worksheet guides students in the proper direction for understanding how fictional works are effective.

Objective 7: Individual Response papers on the literary style of Garcia Marquez using an Instructor generated Writing Assessment Form. This technique allows me to determine how students understood and engaged with the story. It forces the student to think critically and continue practicing the necessary analytical writing techniques. One problem with this tool is the open ended "response essay" as students have become used to more formal, restrictive writing assignments. In future, I will give specific topics rather than asking for personal responses to the material.

Resources:

Carpentier, Alejo. "On the Marvelous Real in America." In Parkinson Zamora, 75-88.

_____. " The Baroque and the Marvelous Real." In Parkinson Zamora, 89-108.

Esquivel, Laura. Like Water for Chocolate. Trans. Thomas and Carol Christensen. New York: Anchor, 1994.

Faris, Wendy. " Scheherazade's Children: Magical Realism and Postmodern Fiction." In Parkinson Zamora, 163-190.

Flores, Angel. " Magical Realism in Spanish American Fiction." In Parkinson Zamora, 109-118.

Garcia Marquez, Gabriel. "A Very Old Man with Enormous Wings." In Heath Introduction to Literature, 6th edition. Alice S. Landy and William R. Allen, eds. Boston: Houghton Mifflin, 2000.

Luis Leal. "Magical Realism in Spanish American Literature." In Parkinson Zamora, 119-124.

Parkinson Zamora, Lois and Wendy B. Faris, eds. Magical Realism: Theory, History, Community. Durham: Duke University Press, 1995.

INTERNATIONAL MODULE

NAME: Sally Borgerson

COURSE TITLES AND NUMBERS: FRN101 – Beginning French
FRN 102 - Intermediate French

MODULE TITLE: The Van Gogh Project

DESCRIPTION OF MODULE:

The first formal event was a lecture by art instructor Blake Carroll , attended by one of his classes and two of mine. The next event was to attend the exhibit, *van Gogh and the Painters of the Petit Boulevard*, at the St. Louis Art Museum . Traveling with us were the two French international students at Jefferson College in that spring semester. Following the visit to the exhibit the students visited the Japanese prints on the second floor to see how these prints had influenced van Gogh. We viewed a film entitled van Gogh, in French with sub-titles, in the museum auditorium. Throughout the next month, the students presented oral presentations on the museum visit in class. At the end of that month, the mini research paper was due, the culminating activity of this module.

OBJECTIVES:

1. To pursue an inter-disciplinary study, linking art with French language and culture.

2. To enable the students to visit the van Gogh exhibit, an extraordinary opportunity, in that St. Louis was its only venue in the United States.

3. To introduce the students to the French international students, and enable them to hear their reactions to the exhibit and to the museum.

4. To get reactions from the students through their minute papers, mini-reports and mini research papers.

METHODOLOGY:

Classroom activities:
First came an explanation of the module to the students. Next Blake Carroll's Art lecture and following the lecture, a minute paper was filled out. The students' mini-reports presented in class following the visit to the exhibit stimulated much discussion. The visit to the exhibit and attending the movie together could be described as "groupwork," especially as the students asked questions of the two French international students on the way up to the museum and on the way back.

Audio-visual:
Blake Carroll had prepared slides of many of the paintings that we would view in the exhibit which he showed us during his lecture to help us prepare for our museum visit. This helped tremendously, in that we were not viewing the exhibit "cold." He also prepared us with insight from the artist's perspective.

Readings:
The only required reading was the book Vincent van Gogh and the Painters of the Petit Boulevard, on overnight reserve in the library. This book was prepared specifically for this art exhibit, and the students had to consult it in order to prepare their mini-reports.

Student Assessment:
I did not have a great many points attached to the van Gogh project. Students who filled out all three minute papers and presented a mini-report during the month of April got 10 points each; and students who turned in a mini-research paper by April 30 got 10 points each. The first 10 points earned was applied to their mid-term exam grade; the final 10 points was their extra credit opportunity for the final exam. So, in essence, participation was on a pass-fail basis, and all students who participated passed.

Module Assessment by Students:

1. Minute papers filled out after Blake Carroll's lecture, after visiting the exhibit, and after viewing the movie
2. The students' mini-reports presented in the month of April as a follow-up
3. The mini-research paper which was due on April 30.

Instructor Comments:
The only thing I would have done differently is that I would have offered more points for participation. Participation was excellent until we got to the end of April, and then only a few of the students turned in the mini-research paper. I could have gotten better participation in this part of the project if I had a) offered more points for it, b) put the deadline earlier - for example, mid-April. By the end of April students were bogged down in their coursework and overwhelmed in general . On the positive side, I feel the project was very enriching for the students culturally and linguistically. They found they could understand some of the movie, without recourse to the sub-titles. Seeing the movie helped bring van Gogh alive to them. They especially enjoyed riding up together, meeting the students from the other class, and meeting with and exchanging ideas with the two French international students. The response from the students was overwhelmingly favorable.

Resources:
Library purchased Exhibit book specifically for the van Gogh project
Librarian prepared a Research Guide, "Vincent van Gogh and the painters of the Petit Boulevard"
MLA Handbook

INTERNATIONAL MODULE

NAME: Lisa Hollander

COURSE TITLE AND NUMBER: Geography of Europe and the Americas –GEO 101
Geography of Africa and Asia – GEO 012

MODULE TITLE: The Geographic Profilers

DESCRIPTION OF MODULE

In a Geography course, the students are supposed to "travel" the globe, learning about other peoples and cultures and places. And indeed in Geography courses, students do learn about the world in general, the various realms and regions and their physical and cultural criteria and even learn about a country or two, usually an important country in the region, like Germany, Brazil, India or the United States. In this course module , the students decided they wanted to know a little bit about every country in the region and so the instructor curtailed formal discussion on a certain region in each class (including the ITV course) and the students took over the learning process. Each student researched a country or two of the specific region under examination and wrote up a geographic profile which they had to present in class to their assembled colleagues and the Instructor.

OBJECTIVES

1. To give students actual "professional geographic" experience
2. To get students to examine a variety of resources: text, internet, Library, Encyclopedia, etc
3. To assist students in writing a report using geographic terminology and analysis
4. To give students experience in class presentations
5. To allow students to use the equipment in the SMART classroom: ELMO Document camera, Powerpoint, in class web site use
6. To assist students in reading and analyzing the material in the textbook
7. To get the ITV students interacting over the TV

METHODOLOGY

Discussions:

1. Students learn the terminology and the tools of Geography in Unit One of the course
2. Instructor will provide basic regional information and suggest sources for information for the country profiles

Readings/Audio Visual:

1. The course textbook, country and regional data pages and the relevant chapter for the specific region form the basis of the profile as all students have to read the same material.
2. Michael Palin's Full Circle Series about his 1995 travels around the Pacific Rim is extremely popular and useful .
3. The Annenberg Series – The Power of Place, 1996 – ties up material from the text
4. Internet resources: CIA Worldfactbook, Infoplease.com

Profiles: Each profile must include: (The focus of a profile is on interpretation and explanation of the statistics and information collected)

1. Location: absolute and relative
2. Physical Characteristics: geomorphology, relief, hydrology, natural resources, environment, biome, climate
3. Cultural criteria :ethnicity, religion and language, political organization, territorial morphology, history, demographic considerations (totals, physiologic and arithmetic densities, growth rates, demographic profiles and transition elements)
4. Economic and Development criteria: PCGNP, HDI, development levels, Rostow Stages, Activities Model percentages, literacy rates
5. Generalizations for the future

Student Assessment:

1. Presentation points awarded
2. Questions asked of students by colleagues and Instructor in class
3. Exam question on the profile
4. Grade assigned to hard copy presentation including accessories: photos, posters, food, artifacts, etc

Module Assessment by Students:

1. Minute Paper completed by students
2. Course Evaluation question
3. Students select the country they wish to present

Instructor Comments:

Student reluctance to present their research efforts orally was the hardest thing to overcome but about 50% of the class exceeded my expectations and found photos, artifacts and books to bring into the class and show their colleagues. Two young fellows baked (with help) Serbian cookies and Bulgarian sweetbread respectively while other students purchased foreign delicacies from World Market and Global Foods.

The students also were reluctant to use the geographic terminology, "the big words" and I had to pause the presentation to illustrate how the information related to the text and general geographic concepts. Next time, I will have the students prepare a handout to

give to their colleagues illustrating how the concepts and terminology relate. Also pronunciation of places, languages and peoples was mind boggling. Students for the most part would not look up the correct way to say something and would proceed to massacre the word and carry on with their presentation quite cheerfully. I will insist that they include the words and pronunciations on a class handout next time.

Students consistently said that the individual country research was fun, and put everything into perspective for them. They became much more familiar with regional concepts that the textbook mentioned as very often their countries were the examples of altitudinal zonation, transculturation, ethnic cleansing, deforestation, desertification, acid rain pollution, supranationalism, devolution, etc.

Resources:

Textbook: De Blij and Muller. Geography: Realms, Regions and Concepts. Recent edition. John Wiley Publishers

Nystrom Desk Atlas. 2000 edition

Brown, Flavin, French et al. State of the World, 2000. Worldwatch Institute, 2000

World Almanac and Book of Facts, recent edition

Websites:
www.odci.gov/cia -info on all countries
www.geographic.org - for parents, teachers and students, provides info from the CIA worldfactbook
www.utexas.edu/depts/grg -clearinghouse for sites and info on other geographic resources and anything geography related
www.geography.com (www.geocomm.com) - GIS, mapping and info for college students
www.loc.gov/rr/geogrmap -access to Library of Congress mapping room and info on historical mapping
www.worldculture.com -info on holidays, gestures, cuisine, religions, dress around the world (see also www.webofculture.com)
www.ecotourism.org - environmental issues
www.infoplease.com -user friendly, world geography, pictures and words, education value: scavenger hunt
loaded with facts of the world
http://geography.about.com -useful for teachers and students
has info, clip art, games, links, outline maps, everything about Geography
www.theodora.com maps and info
www.altapedia.com - country profiles, teacher resource links, current maps available
www.terraserver.com - satellite images of the globe
www.nasa.gov -(earth.jsc.nasa.gov) satellite photos of earth
www.halibot.com - random data delivered on the fly
www.bigchalk.com - has high school level maps but info for all levels here

INTERNATIONAL MODULE

NAME: Lisa Hollander

COURSE TITLE AND NUMBER: American History - HST 120

MODULE TITLE: The Foreign Policies of the United States of America

DESCRIPTION OF MODULE

The purpose of this module is to introduce students of American History survey courses to the aspects of American foreign policy since the Revolution. Given that the United States as a democracy makes foreign policy decisions and takes actions abroad in the name of the American people, I wanted to force students to confront the issues and to examine the implications of their government policies abroad. Many Americans find themselves confronted by foreigners in other countries who demand an explanation for the latest action of the American government and it might behoove the American traveler to have some idea of what American foreign policy is all about.

This module also seeks to show the average American student what the rest of the world thinks about Americans and why. This might help to explain terrorist actions taken against Americans at home and abroad. This module also seeks to predict American foreign activities of the future in selected areas of the world: Asia and Africa in particular.

OBJECTIVES

1. To understand the constitutional structure of American Foreign Policy.
2. To examine the changing goals and means of U.S. foreign policy.
3. To comprehend the humanitarian idealism that underpins American economic and socialthought, deriving from the Declaration of Independence, Four Freedoms, etc.
4. To discuss and understand the history of American foreign relations since the Revolution.
5. To assess the consequences of foreign policies on the American people over the length of our history.
6. To examine the effects and consequences of American foreign relations and activities, positive and negative, on peoples around the world throughout our history.
7. To peer into the future of the United States in an ever-shrinking, more complex world.
8. To understand the lure for immigrants of the United States and the impact of transnational communities. e.g Serb Americans, Arab Americans, Jewish Americans, etc.

METHODOLOGY

Lecture/Discussions: At specific points throughout the semester, the instructor focused specifically on foreign political topics. A lecture outlining the main facts and ideas was delivered and students watched a video and/or read an assigned article for class discussion on the relevant issue.

Topics included:

a. The Revolution as a world war and civil war.
b. The removal of the Cherokees from Georgia
c. Immigration from Europe in the late 19th century/Ellis Island
d. America in the Philippines/Spanish –American War
e. The Onset of the Cold War.
f. A-Bomb testing on Bikini Atoll.
g. American protest at home during Vietnam.
h. The American GI experience in Vietnam.
i. The "Vietnam" experience for women.
j. America at the turn of the century.
k. The AIDS epidemic in Africa/America's concern.
l. American foreign policy issues and the people: provincialism or neutralism.

Audio-Visual: Videos shown in class:

1. *Mary Silliman's War*. Video. California Heritage Films, 1998.
2. *Journey to America*. Video. NY: PBS Video, 1990.
3. Stone, Robert. *Radio Bikini*. Video. Alexandria, Va: PBS Video, 1988
4. Kitchell, Mark. *Berkeley in the Sixties*. Video. NY: First Run Features, 1990.
5. Sonnenborn, Barbara. *Regret To Inform*. Video. Berkeley, Ca: Sun Fountain Productions,
   2000

Readings:

1. Textbook - selected chapters.
2. Instructor collected articles from various reading collections.
3. Assigned current Journal editorials and stories.

Student Assessment:

I. Routine examinations will contain questions on the material presented in the class lectures and discussions.
II. Graded Reaction Papers to assigned articles.
III. Muddy Points papers for the videos, points awarded.
IV. ECCO (Expectations, Constraints, Choices and Outcomes) debate and discussion sessions on particular events e.g. Cold War. Points awarded for participation.

Module Assessment by students:
I. Reaction commentary to accusation of "American foreign political provincialism" by Fouad Ajami in March 2000 New Republic. Points awarded. The author maintains that Americans want to "Americanize " the world because that would create a comfortable world for the American people.
II. Five Things That I learnt in This Class: Instructor generated feedback form, points awarded for completion.

Instructor Comments: Overall, the students rated the special focus on foreign affairs a good module. I found the reaction to the Americanization/provincialism argument the most fascinating. Some students agreed with the assessment : The United States should stop messing around in foreign adventures, the foreigners are ungrateful and money and effort would be better used on domestic problems. America after all seems to have the most stable government and most sensible economic structure. Other students denied that the USA wanted to recreate the world in its image and in fact celebrates and has always celebrated cultural diversity, at home and abroad. The current foreign policy approach is altruistic. As a nation of immigrants, we probably do always have something to say about what is going on in other places and we should do so. As far as the idea of "superpowerdom" and the responsibilities associated with that, we should be helpful but not domineering.
The comments on the videos and articles were equally revealing. I think that students really did get a sense of the vast differences between ends and means, between government policy and what happens on the ground and how some policies worked out for all concerned and some didn't. The complexity of the issues was illustrated in one comment in a reaction paper to the video *Regret to Inform*: "America bombed her home in Vietnam, killed her family and her first husband, forced her to work as a prostitute in Saigon, yet in 1972, she married an American, came to the US, became a proud citizen and raised an American son. Go figure"!

Resources:

Ajami, Fouad. "National Lampoon- TRB from Washington". The New Republic, March 6, 2000.

Baritz, Loren. " Vietnam And After" in Cary, et al., Eds., The Social Fabric., Volume II, 8th Edition. NY: Longman, 1999.

Bender and Leone. American Foreign Policy: Opposing Viewpoints. San Diego: Greenhaven Press, 1993.

Berkin, et al. Making America: A History of the United States. NY: Houghton Mifflin, 1999.

Brown, Dee. " The Trail of Tears". Binders and Reimers, Eds., The Way We Lived. Boston: Houghton Mifflin, 2000.

Jones, Howard. The Course of American Diplomacy, Volumes I and II, Second Ed. Belmont, Ca: Wadsworth, 1988.

Kohler and Wensyel. "Our First Southeast Asian War". Annual Editions, American History Volume II, 14 edition. Guilford, Ct: Dushkin, 1996.

Masland and Nordland. "10 Million Orphans: AIDS in Africa". Newsweek. January 17, 2000.

Paterson, Thomas and J. Garry Clifford. America Ascendant: U.S. Foreign Relations Since 1939. Lexington, Mass: D.C. Heath 1995.

INTERNATIONAL MODULE

NAME: Linda Cook

COURSE TITLE AND NUMBER: Structure of the Real Number System – MTH 130

MODULE TITLE: A Global View of the Mathematics Symbols and Basic Concepts

DESCRIPTION OF MODULE

The purpose of this module is to introduce students of mathematics to selected aspects of the cultural role and historical significance of mathematical symbols and basic concepts. This was done in two phases:

Phase One: Stories, ideas and assumptions of historical significance were interwoven into Instructor presentation material throughout the semester.

Phase Two: The students wrote a brief paper on subject of "the who, what, when, where, why and how "of a set of predetermined symbols and/or basic concepts. The students then participated in a panel discussion to present their findings to each other and address questions contributed by the class.

This module was designed primarily for Math for Elementary Teachers; however, it could easily be modified for use in other mathematics courses.

OBJECTIVES

1. To study and learn about the origin of some of the basic mathematical symbols and concepts through teacher lecture and student presentations.
2. To discuss the significance of concepts and symbols.
3. To use a world map to locate regions where concepts and symbols are believed to have originated and to observe the fact that significant contributions were made in all parts of the world.

METHODOLOGY

Lecture/Discussions:
Instructor will present material in lessons that introduce the symbols and basic concepts and show how there has been a global contribution to mathematics, as we know it today.

Students will then research a selected symbol or concept and write a brief paper.

Each student will present their findings and show on a world map the region where the symbol or concept is believed to have originated.

Student Assessment:
1. Tests and quizzes will contain questions on the material presented in the class lectures and discussions.

2. Points will be assigned for participating in the student panel discussions.

3. Points will be assigned for the information presented in a brief written report.

4. Points will also be awarded for feedback on the module.

Module Assessment by students:
The Instructor evaluated the Module using the Minute Paper which asks two questions. See below.

Instructor Comments:
Question One: What was the most useful or meaningful thing that you learned during this session?
All the students agreed that it was fascinating to learn how ancient our number system is and also to see how ideas were developed in various countries by various mathematicians and/or philosophers operating in isolation from each other. Students commented on how ingenious the invention of mathematical symbols were, e.g. Pi, fractions, square root, given how vital their use for many purposes like building, trade, etc....

Question Two: What questions remain in your mind as we end this session?
Students queried whether there were any recent inventions in the study of mathematics. Some students pondered the potential for change in the field given past history, i.e. what else is there to come? And what about those Dark Ages? Why did nothing happen in the field?

Overall, students found the module worthwhile. The Instructor was pleased with the level of critical thinking regarding the invention and use of mathematic symbols and concepts.

Resources:

Bell, E. T. Men of Mathematics. New York: Touchstone Books, 1986.

Gullberg, Jan. Mathematics: From the Birth of Numbers. New York: W. W. Norton & Co, 1997.

Nahin, Paul J. An Imaginary Tale The Story of $\sqrt{-1}$. Princeton, NJ: Princeton University Press, 1998.

Stonaker, Frances Benson. Famous Mathematicians. Philadelphia: J. B. Lippincott , Company, 1966.

INTERNATIONAL MODULE

NAME: Susan L. Miller

COURSE TITLE: Applied Mathematics – Area Technical School

MODULE TITLE: Who is An American?

DESCRIPTION OF MODULE

This unit incorporates mathematics and how mathematics relates to travel, time, money, economy and culture. It includes six lessons whose theme centers around the essential question "Who is an American?" The students will travel via the internet, videos, travel books from St. Louis, MO to Santiago, Chile on a quest to find out how to make rainsticks. On the way they will make stops in Memphis, Tennessee, New Orleans, Louisiana, the Yucatan Peninsula of Mexico, Panama City, Panama, Quito, Ecuador, the Galapagos Islands, and Machu Picchu, Peru before arriving in Santiago, Chile. In Chile they will research rainsticks made from cacti, in the Atacama Desert. This all started with my purchase of a Chilean rainstick from the Nature Company.

OBJECTIVES

The objectives of this unit correlated with the Process and Content Standards set aside by the state of Missouri in the Show-Me Standards.
For example: Lesson Two fulfilled the following:
Process Standards: I:1-10; II:1,4,7; III:1; IV:1,3,4,5,8
Content Standards: CA1,3,4,5,6,7; SS,3,4,5,6,7; FA5; S8;

In general:
1. Students will demonstrate knowledge of culture, people, geography, climate, food of another country, city, area by using a Powerpoint presentation.
2. Students will speak, write and present using standard English, proper grammar and pronunciation during their presentations.
3. Students will compute the mathematics necessary using the formulae available to record time, money needed for travel, geometry for making the rainsticks.
4. Students will work with other students to complete the construction of rainsticks.

METHODOLOGY:
1. Video and lecture about different regions of the Americas as a research resource.
2. Explanation of Internet and library books as a research resource.
3. Formulae necessary to compute cost, time to travel.
4. Formulae to compute geometry of cylinders.
5. Presentation using a SmartBoard.
6. Outline of the Module:

Unit One: When is it necessary to use the formula for distance?
Unit Two: What is important about my part of America?
Unit Three: What are the items I must consider when planning my time for the trip?
Unit Four: How much money will this trip cost? ,
Unit Five: What are "rainsticks" and for what are they used? From what cast off materials can rainsticks" be made?
Unit Six: Who is an American?

Example of Unit lesson Plan:
NARRATIVE: Examine a part of the trip from St. Louis to Santiago, Chile. Research a part of the trip on the Internet and using travel books from the classroom and library. Use the computer to make a powerpoint presentation on a part of the trip. Present powerpoint to the class using the SmartBoard.
The Student Will:
Research a city, country, area of a country or particular site in a country on the internet and/or using travel books in the classroom.
Prepare a powerpoint presentation on his/her topic making at least 15 slides, one slide being the title and one slide being the end using information he/she found important from his/her research.
Present the powerpoint presentation to the class answering questions from the teacher and class on the topic.

Student Assessment:
1. Passing scores of 70% or better on mathematics worksheets.
2. Powerpoint will contain a minimum of 15 slides. All words will be spelled correctly. Students will able to read correctly what is written on the slides.
3. Students will make a rainstick decorated in a fashion that represents the Americas.
4. Students will answer the essential question, "Who is An American?" with the realization that Americans are people from North, Central and South America through the use of their powerpoint presentations.

Resources:

Internet search engines: Askjeeves.com, Google.com, Mama.com, Travelocity.com, Yahoo.com, geocities.com, insightguides.com

Barnett, Pam. Insight Guide: Ecuador & Galapagos. 4th edition. Brian Bell, eds. Singapore: APA Publications GmbH & Co., 2000

Barnett, Pam. Insight Guide: Peru. 4th edition. Brian Bell, eds. Singapore: APA Publications GmbH & Co., 2000

Berhardson, Wayne. Santiago de Chile. 1st edition. Michele Posner, Kevin Anglin, eds. Hawthorne: Lonely Planet Publications Pty Ltd, 2000

Berhardson, Wayne. Chile & Easter Island. 5th edition. Jacquelyn Volin, Michele Posner, eds. Hawthorne: Lonely Planet Publications Pty Ltd, 2000

Bond, Peggy & Mike. The Insiders Guide to Mexico. Edison: Hunter Publishing, Inc. 1992

Constant, Pierre. The Galapagos Islands. 5th edition. Mark Morris, Frank Murdoch, eds. Hong Kong: Twin Age Limited, 2000

Doggett, Scott. Panama. 1st edition. Laura Harger, Carolyn Hubbard, Kate Hofmann, eds. Hawthorne: Lonely Planet Publications Pty Ltd, 1999

Friar, William. Adventures in Nature: Panama. 1st edition. Jeanne Trizzino, Marisa Solis, eds. Emeryville: Avalon Travel Publishing, Inc. 2001

Gorry, Connor. Central & South America. 1st edition. Martine Lleonart, eds. Hawthorne: Lonely Planet Publications Pty Ltd, 2000

Hamovitch, Eric. Chile. Stephanie Heidenreich, Tara Salman, eds. Montreal: Ulysses Travel Publications, 1999

Mallan, Chick. Cancun Handbook. 5th edition. Don Root, Karen Gaynor Bleske, eds. Emeryville: Avalon Travel Publishing, Inc., 1998

Mallan, Chick. Yucatan Peninsula Handbook. 6th edition. Don Root, Karen Gaynor Bleske, eds. Emeryville: Avalon Travel Publishing, Inc., 1998

Minnis, Natalie. Insight Guide: Chile. 4th edition. Huw Hennessey, eds. Singapore: APA Publications GmbH & Co., 2000

Minnis, Natalie. Insight Guide: South America. 5th edition. Huw Hennessey, eds. Singapore: APA Publications GmbH & Co., 2001

INTERNATIONAL MODULE

NAME: Mary Alberici

COURSE TITLE AND NUMBER: Jefferson College Chamber Singers - MSC 259

MODULE TITLE: Understanding freedom and peace in the Middle East through music and lyrics

DESCRIPTION OF MODULE:

Chamber Singers is a 24 voice, select choir chosen by audition. The purpose of the course is to expose students to choral literature in general and to encourage the integration of cultural, social and historical understanding through the experience of this music by the students. The module's purpose was to use the music and lyrics to give students greater interest in and awareness of the current situation in the Middle East and its implication in the larger world/cultural context.

OBJECTIVES

1. To gain awareness and interest in the Middle East and its current troubled state
2. To understand freedom and peace in the context of Hebrew symbology through music and lyrics in choral literature
3. To understand how music and beauty are cross cultural and capable of embracing differences while celebrating them
4. To extend this understanding to freedom and peace and to see that these concepts are cross cultural also

METHODOLOGY

Reading/Discussion:

1. Students will read daily news account of the Israeli/Palestinian situation
2. Discussion in class will center on the meaning of freedom and peace
3. Students will read lyrics to two Hebrew choral works and discuss the symbology and meaning.
4. Questions for discussion:
    a. What has freedom and peace historically meant to the Hebrews?
    b. How does that differ from the way the Palestinians see it?
    c. Why the conflict? Are freedom and peace exclusive, win/lose possessions?
    d. Can the concepts of freedom and peace be enlarged to include more than one cultural viewpoint and symbology?

Singing/performing:

1. Students will memorize and perform two Hebrew choral works : -"Let There be Peace" and "Who will give me wings"
2. Experientially the students will come closer to the Hebrew concepts of peace and freedom and thereby to a greater empathy and understanding of Hebrew culture

Student assessment:
Through discussion and performance, it will be obvious whether the material has been integrated or not. This is a performance class and all evaluation is done cooperatively and subjectively based on performance and to a certain extent the feedback of the audience and their reaction.

Instructor Comments:
The group performed these two pieces several times throughout the semester and the performances often moved the audience to tears.
In Chicago, the pieces were performed under a gorgeous parabolic dome in the Chicago Cultural Center and the audience reacted spontaneously with strong emotion.
As a choral director, this told me that the students have integrated, internalized the music and its meaning and the transfer value of that is limitless in its ability to communicate to an audience.

The students commented on how they gained a deeper understanding of Hebrew culture and the current political turmoil and also on how freedom and peace are inclusive.

Resources:

St Louis Post Dispatch

CNN

NPR – 90.1 FM

Sim Shalom (Let there be peace) Trad. Hebrew with music by Wendy Stuart

Mi Yetneni Of (Who will give me wings) Traditional Hebrew melody with words by D. Shimoni, Arranged by Audrey Snyder

INTERNATIONAL MODULE

NAME: Charlotte Dunn

COURSE TITLE AND NUMBER: Nursing Trends – RNR 256

MODULE TITLE: Transcultural Nursing/Cultural Diversity

DESCRIPTION OF MODULE

This module is presented as part of the Nursing Trends Course required for second semester Level II (RN) associate degree nursing students. The purpose of module is to introduce nursing students to the cultural beliefs of various international patient population groups and how cultural differences may be incorporated into their own nursing practice. The concepts of transcultural nursing and cultural competency in nursing will be investigated. Right to die issues among various cultural groups will be discussed.

OBJECTIVES

By the end of this unit module, students will be able to:

1. Define the basic concept of transcultural nursing.
2. Compare and contrast a minimum of two transcultural beliefs concerning right to die decisions.
3. Demonstrate sensitive, directed nursing interventions concerning euthanasia/prolongation of life issues among culturally diverse clients.

METHODOLOGY

Lecture/Discussions:

1. After the completion of the pre-test and viewing of the required video, a general overview of transcultural nursing and how cultural/spiritual beliefs and practices among diverse cultural populations may influence the clinical practice of nurses will be investigated. Specific ethical or life and death issues/decisions will be presented and discussed.
2. Purnell's Model for Cultural Assessments will be introduced as an assessment tool to facilitate cultural competency in the clinical area.
3. The culture of dying and euthanasia (passive/active) will be reviewed as an introduction to the concept of prolongation of life issues/active euthanasia in Holland, Canada, and the State of Oregon. After a introductory lecture of the above, students will subdivide into five small groups to consider/discuss the possibility of the passage of a state mandate in Missouri similar to "The Oregon Death With Dignity Act", allowing for active euthanasia by the health care system. Prearranged questions will be presented to each group concentrating on the moral and/or ethical dilemmas of such a law and how this law might impact upon the nursing profession. Each of the five groups will be asked to discuss their point of view with the entire class.

Audio-Visual:
Students will view the following video. This video serves to introduce the concepts of transcultural nursing and cultural diversities among various patient populations with techniques to enhance cultural competency.
-*Transcultural Nursing.* Medcom, Inc.

Readings:
Prior to the presentation of this module the students are assigned to read the following: Catalano, J. (2000). Cultural Diversity. J. Catalano (Ed.) Nursing Now! Today's Issues, Tomorrow's Trends (2nd edition) pp. 321-345. Philadelphia, PA: F. A. Davis.

Student Assessment:
1. Read assigned material
1. Pre-test
2. Actively participate in discussion groups
3. Take home post-test

Pre-Test:
Prior to the beginning of this module presentation, students will be asked to complete a written pre-test defining and discussing their personal concept of transcultural nursing. Students will also be asked to identify a situation where they have encountered an individual from a differing culture and how they responded to that individual. Students will be asked to volunteer to share responses with the class.

Module Assessment by Students:
1. Students will submit a take home post-test. In order to receive credit/points on the post-test, the pre-test must have been previously submitted. Credit/points awarded on the post-test will be added to the final Trends semester grade.
2. Students will complete a "minute paper".

Instructor Comments: Several students in the class had a basic knowledge of transcultural nursing and cultural diversity in clinical practice, however, many students did not. After the completion of this unit, students were required to take an essay post-test on the information presented in class, as well as the assigned readings. Students were specifically required to respond to the following items on the post-test:
1. Define and discuss your personal concept of transcultural nursing.
2. Discuss what cultural competence means to you and to your clinical practice.
3. What can you do to become a more culturally competent RN?

The majority of the students were able to successfully complete the post-test as directed, showing a definite increase in knowledge from the pre-test.

The class was also asked to complete a "minute paper" to help evaluate the lecture content and potential issues for future lectures. Specific questions presented to the class were:

1. What was the most useful or meaningful thing you learned during this session?
2. What question (s) remain uppermost in your mind as we end this session?

Several interesting comments resulted, most of which were extremely positive. Many students commented on the discussions concerning specific cultural beliefs of death and dying/prolongation of life issues as being particularly beneficial. Many comments stemmed from our group discussions of active euthanasia in Oregon and how such a law if passed in Missouri would impact on their clinical practice as an RN. Overall the evaluations of this module were excellent with requests for more time to be devoted to classroom discussions of the possibility of legalization of active euthanasia worldwide and specifically in this state.

Resources:

Boyle, J. (1999). What is transcultural nursing and culturally competent care? Journal of Transcultural Nursing, 10(1), 9-10.

Catalano, J. (2000). Cultural Diversity. In J. Catalano (Ed.), Nursing Now! Today's Issues, Tomorrow's Trends (2nd edition). Philadelphia: F. A. Davis Company, pp. 321-345.

Purnell, L. & Paulanka, B. (1998). Transcultural Health Care: A Culturally Competent Approach. Philadelphia: F. A. Davis Company.

INTERNATIONAL MODULE

NAME: Charlotte A. Dunn

COURSE TITLE AND NUMBER: Nursing of Adults & Children V – RNR 268

MODULE TITLE : Cultural Considerations in Emergency Room Nursing

DESCRIPTION OF MODULE:

This module is presented as part of the Nursing of Adults & Children V Course as required for second semester Level II (RN) associate degree nursing students. This module will be incorporated into the unit of study on emergency room/intensive care nursing. The module presentation will be used to reinforce and expand upon material on transcultural nursing introduced during the previous fall semester coursework. The specific purpose of this module unit is to expose senior nursing students to the importance and necessity of culturally competent nursing care in the highly specialized environment of the emergency room.

OBJECTIVES:

By the end of this unit module, students will be able to:

1. define the basic concepts of transcultural nursing and culturally competent nursing care
2. compare and contrast a minimum of two diverse cultural groups concerning issues of health and healing beliefs relevant to emergency care
3. initiate a patient-specific plan of care for an emergency room patient from a culturally diverse population, demonstrating culturally-sensitive nursing interventions.

METHODOLOGY:

Pre-Test:
Prior to the beginning of this module presentation, students will be asked to complete a written pre-test defining and discussing their personal concept of transcultural nursing. Students will also be asked to discuss how the above stated personal concept/belief may impact upon their clinical practice.

Readings:
Prior to the presentation of this module students will be assigned to read the following:

Byers, J., (2001). *Individual and Family Response to the Critical Care Experience.* In M. Sole (Ed.), Introduction to Critical Care Nursing (3rd edition). Philadelphia: W.B. Saunders Company, pp.9-24.

Classroom Activities:
After the completion of the pre-test, a general overview lecture will be presented followed by class discussion of the term transcultural nursing. The class will also investigate how cultural/spiritual beliefs and practices among various diverse populations may influence both the medical outcomes for the patient as well as the clinical practice of nurses. Cultural considerations relevant to health and healing beliefs, space and touch preferences, as well as families and social organization will be included. Those specific cultures of origin that will be reviewed are the following:

a. Anglo-Americans
b. Black/African Americans
c. Native Americans
d. Latino/Mexican Americans

Post-Test:
Following the above lecture and discussions, each student will submit a post-test to evaluate learning outcomes. Students will receive points on this post-test but will not receive points on the pre-test. In order to obtain the maximum number of points possible on this assignments, students must have also submitted the pre-test.

Student Assessment:

1. Assigned reading material as described above
2. Pre-test: students will be asked to discuss their personal concept of transcultural nursing and to discuss how the above stated concept/belief may impact upon their clinical practice
3. In class discussions of a variety of cultural groups as related to health care issues
4. Post-test:students will be asked to once again review and formulate a personal concept of transcultural nursing and to identify culturally competent nursing interventions which may be implemented with a diverse patient population
5. Unit exam on all the information presented in class and assigned reading: an essay question requiring students to compare and contrast two culturally diverse groups (Asian and Latino/Mexican Americans) in respect to health and healing beliefs as well as space and touch preferences.

Module Assessment by Students:
Students are required to complete a "minute paper" outlining the following:

a. What was the most useful or meaningful thing that you learned during this session that you will be able to incorporate into your clinical practice?
b What question(s) still remain(s) uppermost in your mind concerning culturally competent emergency care as we end this session?

Instructor Comments:
Most students were able to retain information from the previous semester on the topic of transcultural nursing. Therefore, students were able to effectively communicate in writing their personal beliefs concerning the general concepts of transcultural nursing on the

pre/post-tests. As part of the post-test, students were required to formulate a mini-nursing care plan. Each student was required to list several culturally competent nursing interventions that they would implement for a Native American patient/family who presented to the emergency room in acute respiratory failure. Specific areas to be addressed were: health and healing beliefs, space and touch preferences, and family/social organization. The majority of the students were able to complete the post-test without difficulty, showing an increased awareness in the need to provide culturally competent nursing care within the emergency room environment.

The class was also requested to complete a "minute paper" to help evaluate the lecture content and potential updates for future lectures. Specific questions presented to the class were:

1. What was the most useful or meaningful thing you learned during this session that you will be able to incorporate into your clinical practice?
2. What question (s) remain (s) uppermost in you mind concerning culturally competent emergency care as we end this session?

The majority of the class responses were positive. Students were particularly interested in the topics of space and touch preferences of various cultures and how the use of touch and personal space among certain cultural groups might be offensive and send negative connotations to their patients/families. A few students did report that they felt the module was too basic and a waste of time. Overall student comments were very good. Several requested more information on the topic of cultural competence amid a variety of population groups in the emergency room setting, as well as, other nursing environments.

Resources:

Byers, J., (2001). *Individual and Family Response to the Critical Care Experience.* In M. Sole (Ed.), Introduction to Critical Care Nursing (3rd edition). Philadelphia: W.B. Saunders Company, pp.9-24.

Purnell, L. & Paulanka, B. (1998). Transcultural Health Care: A Culturally Competent Approach. Philadelphia: F.A. Davis Company.

Giger J., & Davidhizar, R. (1999). Transcultural Nursing: Assessment & Intervention. St. Louis: Mosby, Inc.

INTERNATIONAL MODULE

NAME: Mary M. Eimer

COURSE TITLE AND NUMBER: Psychiatric Nursing - RNR225

MODULE TITLE: A Multicultural Perspective Of Mental Health And Illness

DESCRIPTION OF MODULE

The purpose of this module is to expose students to current issues and concerns of the mentally ill client on a global scale. Increased awareness as to different cultural norms of what constitutes "normal" behavior assists the beginning nurse to avoid culturally biased care in the Psychiatric area.

Comparisons of cultural differences that impact the mental health of clients from the U.S., Japan, and India, increased the students' cultural sensitivity. Some of those cultural differences affecting mental health are: family relationships; childbearing practices; language; attitudes towards illness and social and economic status. Alternative therapies used by various cultures were discussed, with emphasis on energetic healing and therapeutic touch.

OBJECTIVES

1. Describe the characteristics of a culturally sensitive psychiatric nurse.
2. Discuss the importance of specific cultural practices of family relationships, childbearing practices, language, attitudes towards illness, and social and economic status in developing, having and recovering from psychiatric disorders.
3. Identify cultural stressors hindering the delivery of psychiatric care.
4. Apply knowledge of cultural risk factors to nursing process of nursing assessment and diagnosis.
5. Discuss treatment implications of culturally sensitive psychiatric care.
6. Discuss alternative therapies used in culturally sensitive psychiatric care.
7. Acquire knowledge and skills needed to intervene appropriately for the client's culture and difficulties.

METHODOLOGY

Lecture / Discussions:

1. Overview of psychiatric concepts related to culturally sensitive care.
2. Discussion of cultural practices, stressors, and risk factors in the US, Japan and India that impact developing, having and recovering from psychiatric disorders.
3. Discussion of treatments and interventions, including alternative therapies, used in culturally sensitive psychiatric care.

Audio - Visual: 1.*Myths About Madness* – Films For The Humanities
2. *Mistreating the Mentally Ill* – Films for the Humanities

Readings:
Keltner. N, Schweke. L . & Bostrom, C. Psychiatric Nursing, 3rd Edition. St Louis: Mosby Co., 1999.

Student Assessment:

1. In-class "Minute Paper" writing assignment for the students to be aware of their own cultural biases and fears regarding psychiatric clients.
2. Pre - Test given before video *Mistreating the Mentally Ill.*
3. Post - Test given after viewing and discussing video *Mistreating the Mentally Ill.*
4. Points were given for participating in both the pre and post tests.

Module Assessment by Students:

1. Informal show of "Thumbs Up" or "Thumbs Down" regarding student evaluation of this module was unanimous "Thumbs Up".
2. The students evaluated the video *Mistreating the Mentally Ill* very highly. Numerous students felt the visuals depicting the differences between the cultures and the psychiatric needs on a global perspective will be long lasting and will have a positive impact on their cultural understanding and care in the future.
3. Overall, the students Pre - Test showed little awareness of specific psychiatric issues in Japan and India. The Post - Test revealed not only an increased awareness regarding psychiatric care in India and Japan, but also an increase in the student's self awareness as to why they as individuals should be concerned and learn about different culture's psychiatric issues.

Resources:

Brennan, B. (1988). Hands of Light: A Guide to Healing Through the Human Energy Field. New York: Bantam Books.

Carson, V., and Arnold, E. (1996). Mental Health Nursing. Philadelphia: Saunders.

Gerber, R. (1996). Vibrational Medicine: New Choices for Healing Ourselves. Santa Fe, New Mexico: Bear and Company.

Krieger, D. (1979). The Therapeutic Touch: How to Use Your Hands to Help or Heal. New York: Simon and Schuster.

Varcarolis, E. M. (1990). Psychiatric Mental Health Nursing. Philadelphia: Saunders.

INTERNATIONAL MODULE

NAME: Brenda N. Bauch

COURSE TITLE AND NUMBER: General Sociology - SOC 101

MODULE TITLE: Comparing America culturally with China, Australia, and India

DESCRIPTION OF MODULE:

After covering the basic Culture chapter in the textbook, as the class moves through each proceeding chapter, they will address the similarities as well as differences with the topics in the above mentioned countries. For example, in studying the sociology of education, the educational systems of China, Australia, and India will be discussed and analyzed. In this module, students will learn about the cultural genre of deviance, education, religion, government and other cultural aspects of China, Australia, and India.

OBJECTIVES:

1. Explore the cultural traditions of China, Australia, and India
2. Compare and contrast the cultures as they relate to the American Culture
3. Demonstrate critical comprehension skills
4. Participate in class discussion of related topics
5. Write individual response essay concerning this Global Module

METHODOLOGY:

Lectures/Discussions:

1. Lecture and class discussion on each of the topics within the culture of China, Australia, and India, i.e. deviance, education, religion, government etc.
2. Films were discussed prior to the showing and class discussed the contents of the films after the showing.

Audio-Visual:

1. China, Australia, India - source: Jefferson College Library
2. Maps of the countries of China, Australia, and India
3. Film: "I'm Normal, You're Weird: Understanding Other Cultures." Magna Systems, Inc.
4. Film: Valuing Diversity: Multi-Cultural Communication. Magna Systems, Inc.

Readings:

1. Beteille, Andre. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Berkley, University of California Press. 1965. pp various excerpts.

2. Dallmayr, Fred Reinhard. Beyond Orientalism: Essays on Cross-Cultural Encounters. Albany, New York. State University of New York Press. 1996. pp.various excerpts.

3. Davies, Alan, Australian Society: A Sociological Introduction. Edited by A.F. Davies and S. Encel. New York, Atherton Press. 1965. pp.various excerpts.

Student Assessment:

1. One response essay per student on the Exam
2. Oral presentation - students shared information they had obtained from Internet resources regarding China, Australia, and India.
3. Students completed a Global Module Student Evaluation Form

Module Assessment by Students:

1. Instructor generated Feedback Form on the unit and written Student Feedback on the videotapes.
2. Students completed a Global Education Survey

Instructor Comments:

The student's learning experience was enhanced by the global /international knowledge they were exposed to within this Global Module. The students were explained the outline of the module and how it would relate to their classroom experience. They were given a list of potential countries for study and through the democratic method of voting, the top three choices were China, Australia and India. In the Feedback Form, students responded to their experience with this classroom format. I expected to find that Australia would be the favored subject matter, but instead found that the majority of the students were more interested and enthusiastic regarding the material on the culture of China.

Interest in this Global Module produced was overwhelmingly positive. Students that normally let others in the classroom lead discussions, often were the first to ask a question or state an opinion. I had the students do a comparative analysis of each of the countries with American culture. Many were very surprised to find how similar Australia is to the United States in many areas while the vast differences found in the cultures of China and India seemed to be quite amazing.

Students indicated that they favored the films over the lecture material. With the video recordings they felt they had a better hands-on experience. As a voluntary exercise, students searched the Internet for additional information on the country of their choice within the guidelines set in the class. I found the students that embraced this voluntary assignment were very resourceful and thorough in their search for additional information. The classroom was very attentive to their oral presentations.

The objectives of this module were met via:

a. Cultural traditions and rituals of the three foreign countries were examined via the showing of video recordings, lecture material, class room discussions.

b. Each of the three countries was culturally compared to the other as well as to the United States.

c. Students demonstrated their critical comparative skills by written and oral presentations.
d. Students were drawn into class participation by classroom discussion and oral presentation with a question/answer session.
e. Students completed a Feedback Form as well as answering an exam discussion question regarding the information they had been exposed to.

Being involved with this project has enhanced my general and international academic knowledge. This increased knowledge will give me a solid base upon which to build additional material to share in the classroom. It enabled me to become more comfortable with non-graded student outcome techniques and develop additional teaching skills.

Resources:

"Australia" [videorecording] Rand McNally Videotrip corporation. Great Neck, New York: Best Film and Video Corporation. C1988

Bayly, Susan. Caste, Society and Politics in India from the 18th Century to the Modern Age. Cambridge, New York. Cambridge University Press. 1999.

Beteille, Andre. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Berkley, University of California Press. 1965

Clubb, O. Edmund. 20th Century China. Columbia Press, 3rd Edition. 1978.

Dack, Colin. "China, World of Difference." [videorecording] Highlight International Television. San Ramon, California, International Network. 1986.

Dallmayr, Fred Reinhard. Beyond Orientalism: Essays on Cross-Cultural Encounters. Albany, New York. State University of New York Press. 1996.

Davies, Alan, Australian Society: A Sociological Introduction. Edited by A.F. Davies and S. Encel. New York, Atherton Press. 1965

"Discover India" http://www.indiagov.org/culture/overview.htm

"Education Indicator: An International Perspective" http://nces.ed.gov/pubs/eiip/eiiplmat.html

"I'm Normal, You're Weird: Understanding Other Cultures" Mod 39. Magna Systems, Inc.,Barrington, IL c1998

Radosh, Polly. Cross Cultural Comparison – India. [videorecording] Western Illinois University. Macomb, Illinois. Olathe, Kansas: RMI (distributor) c1995.

Radosh, Polly. Cross Cultural Comparison – China. [videorecording] Western Illinois University. Macomb, Illinois. Olathe, Kansas: RMI (distributor) c1995.

Rickard, John. Australia, A Cultural History. London and New York, Longman. 1988.

Shafer, Mary Morello, "National Assessments in Europe and Japan." ERIC/TM Digest. http://www.ericae.net/edo/ED355251.HTM

"Valuing Diversity: Multi-Cultural Communication" Mod 40. Magna Systems, Inc. Magna Systems, Inc. Barrington, IL c1995

"World Factbook of Criminal Justice Systems," http://www.ojp.usdof.gov/bjs/pun/ascii/wfbcjaus.txt.

INTERNATIONAL MODULE

NAME: Jane Sullivan

COURSE TITLE AND NUMBER: Oral Communication SPD105

MODULE TITLE: Intercultural Differences in Nonverbal Communication

DESCRIPTION OF MODULE:

After learning how Americans communicate nonverbally, students will explore through group research, the nonverbal communication of another culture. Students will study group communication and the principles of informative speaking, and present their findings in a symposium format. Through this approach students will gain a greater understanding of themselves and others.

OBJECTIVES:

1. Define nonverbal communication.
2. View the videotape, The World of Gestures.
3. Discuss nonverbal communication in the US.
4. Investigate variations of nonverbal behavior in other cultures and identify how culture contributes to the variations.
5. Participate in a group activity.
6. Understand the principles of informative speaking.
7. Present research findings as an informative speech in a symposium setting.
8. Learn to accept that diversity is positive
9. Apply new knowledge to personal relationships.

METHODOLOGY

Lectures/Discussions:

1. Students will be introduced to various types of nonverbal behavior as well as cultural differences in nonverbal behaviors. The class will discuss specific differences between high context and low context cultures, and overcoming ethnocentrism. Students will be encouraged to share their own personal experiences and ideas about cultural differences in nonverbal communication.
2. Students will be introduced to the principles of group communication in information-gathering and problem-solving settings. They will participate in group activities in class to illustrate how groups function.
3. Students will be introduced to the principles of informative speaking. Emphasis will be placed on where to find supporting material, how to organize the speech and how nonverbal behavior affects public presentation.

Audio-Visual:

1. Students will view The World of Gestures. The video shows foreign exchange students sharing the emblems/gestures of their country.
2. Students will view student speeches and discuss presentation skills with emphasis on organization and nonverbal behavior.

Readings:

1. Students will be provided with a bibliography of sources to explore. Selections from related readings will be introduced in class.
2. General sources on intercultural nonverbal communication are on reserve in the library.

Student Assessment:

1. Written assignment demonstrating correct purpose statement and thesis form
2. Working outline form
3. Formal outline including appropriate citation of sources
4. 4-6 minute informative speech
5. Student evaluation of group participants

Module Assessment by Students:

1. Student evaluation form 1 used at the beginning of the project.
2. Student evaluation form 2 used at the end of the project

Instructor Comments:

Most of the students in the class had little experience with people from other cultures. I was saddened to see that two students saw no value whatever in studying other cultures. Most of the students responded positively to the project at the end. At the start most were concerned about having others be responsible for their grade. After working in groups initially, most students worked on their own as they found it impossible to meet outside of class time. Their grades were not impacted by others in the class.

I found the project to be worthwhile. The majority of the students found it exciting to discover things about other cultures. In the future I will limit the number of goals I attempt and I will provide specific classroom assignments that will advance their speech planning. I did not attempt to guide their country choice in any way. Perhaps I should have as some complained that they had difficulty finding information on their choices. The majority of the students said that they would find participation in a global module beneficial in another class.

Resources:

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